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ABSTRACT

This guide presents an outline of time management tips for counselors and students. Following the introduction, six principles of managing time are listed: (1) analyze how time is used; (2) set goals; (3) divide large projects into small steps; (4) make a "to-do" list; (5) decide priorities; and (6) schedule quiet time. Subheadings define different kinds of time, provide examples of goals for counselors and students, give nine suggestions for making a to-do list, and present guidelines for deciding priorities and scheduling quiet time. Handouts supporting each major principle are provided, including a Daily Schedule, Pie of Life, Guidelines for Setting Goals, Success Print Out, Writing a Paper Exercise, Calendar for Writing a Paper Exercise, and a Time Management Worksheet. Handouts for background reading, including How to Get Control of Your Time and Your Life, Additional Tips for Effective Time Management, Tips for Counselors, and a bibliography are included. (JAC)

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NEED A 36 HOUR DAY?

TIME MANAGEMENT TIPS FOR COUNSELORS AND STUDENTS

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NEED A 36 HOUR DAY?

Time Management Tips for Counselors and Students

I. Introduction

A. Time Management is a key to academic, personal, and professional success.

B. An effective counselor, student, or manager is a good manager of time.

C. Time is one of our scarcest resources. It is precious because it can't be stored or recovered.

II. Principles of Managing Time

A. Analyze how it is used - keep a time log

*1. Students - keep by hour for one day

a. Handout #1, "Daily Schedule"

b. Handout #2, "Pie of Life"

2. Manager - keep by 15 minute intervals

3. Compare how you spend time with how you think it's being used.

4. Two kinds of time

a. Response time - react to others for information, decisions, and opinions (usually largest block of time)

b. Discretionary - portion of the work day controlled by the manager.

c. Your goal - control response time and increase discretionary time.

B. Set goals, i.e., what do you want/need to achieve?

*1. Example for student - get ENG 102 research paper written by April 20.

a. Handout #3 - "Guidelines for Setting Goals"

b. Handout #4 - "Success Print Out"

2. Example for counselor - prepare workshop on Self Esteem by April 12.

*C. Divide large projects (goals) into small steps

*1. Example for student - select topic for research paper by February 7.

a. Handout #5 - "Writing a Paper Exercise"

b. Handout #6 - "Calendar for Writing a Paper Exercise"

2. Example for counselor - write outline for workshop by April 1.

D. Make a to-do list

1. Make one every day

2. Keep it visible

3. Use it as a guide to action throughout the day

4. Cross off items as completed

5. Add others as they occur to you

6. Write all items on a master list to be kept together

7. Do not list routine items (eat lunch, shower, etc.)

8. List items you might forget

9. List items of high priority

E. Decide priorities

1. Relationship between goals and time management - know what you want to achieve, then decide when you'll do it.

2. Ask question, "What is the most important task I must accomplish before tomorrow?"

3. This becomes your "A" activity. Other items are classified as "B's" and "C's".

Handout #7 - "Time Management Worksheet"

F. Schedule Quiet Time

1. Identify your prime time; i.e., the two hours of the day when you concentrate best and think most clearly.

2. Block out this time period each day on your calendar.

3. This is your discretionary time. Use it to work on your "A's", to plan, and to think.

4. Having this block of time to yourself will allow you to feel less frantic about interruptions and distractions.

5. Do not take calls or allow visits during this time.

III. Handouts for Background Reading

A. How to Get Control of Your Time and Your Life

B. Additional Tips for Effective Time Management

C. Tips for Counselors

D. Bibliography

*Activity which can be used to teach Time Management

DAILY SCHEDULE

Purpose: This activity will provide you with specific information regarding the use of your time.

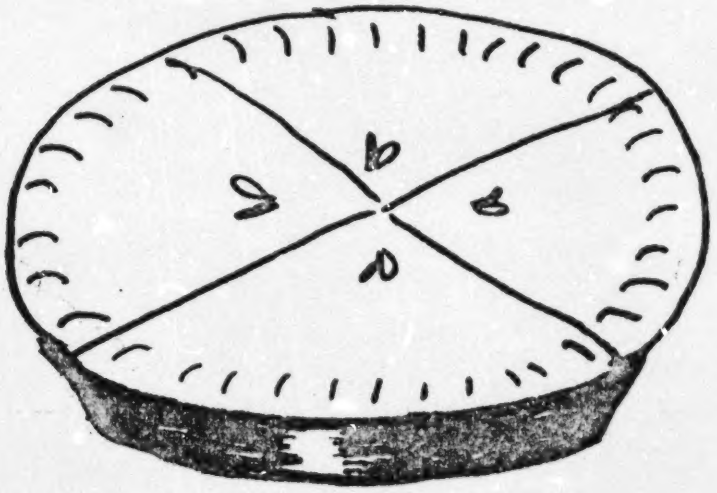
Procedure: Pick a recent class day and fill in either side (not both), listing all activities for the day.

6:00	6:30
7:00	7:30
8:00	8:30
9:00	9:30
10:00	10:30
11:00	11:30
12:00	12:30
1:00	1:30
2:00	2:30
3:00	3:30
4:00	4:30
5:00	5:30
6:00	6:30
7:00	7:30
8:00	8:30
9:00	8:30
10:00	10:30
11:00	11:30
12:00	12:30

THE PIE OF LIFE

Purpose: This strategy asks us to inventory our lives--to see how we actually do spend our time. The information is needed if we hope to move from what we are getting to what we want to get our of life.

Procedure: In the previous exercise you listed your activities by the hour. In this activity, you are to add the number of hours you devoted to the following categories: sleep, school, job, friends, homework, alone, chores, and family. The pie below represents segments of your life. Each slice equals 6 hours. Slice your pie to show how many hours were given to the above categories. Your slices should add up to 24 hours.



Discuss these questions:

1. Are you satisfied with the relative size of your slices?
2. Ideally, how big would you want each slice to be? Draw your ideal pie.
3. Realistically, is there anything you can do to change the size of some of your slices?
4. What did you learn about the use of your time?

Sidney B. Simon, Leland W. Howe, & Howard Kirschenbaum, Values Clarification: A Handbook of Practical Strategies for Teachers and Students (New York:Hart Publishing Co., 1972 & 1978) p. 228. Reprinted by permission of A & W Publishers.

GUIDELINES FOR SETTING GOALS

I. Definition of a Goal: A goal is something you want and will work to get.

II. Steps in Setting Goals

A. Define your goal. Use specific, concrete, and positive terms.

Poor example: I want to save more money.

Better example: I will save $3.00 every week.

III. If your goal seems large and difficult, break it down into several smaller, easier to accomplish tasks.

Poor example: I want to find a summer job.

Better example: In order to find a summer job I will:

A. Read the newspaper ads

B. Prepare a resume

C. Go to the unemployment office

D. Schedule interviews

E. Make follow-up inquires

IV. Ask yourself, "What are the obstacles which might prevent me from achieving my goal? How can I overcome these obstacles?"

Example: My goal is to write 5 pages on my term paper tonight. The obstacle is that my friends in the dorm gather in my room. I can overcome that obstacle by going to the library.

V. Always give yourself a deadline.

VI. Ask yourself, "What are the rewards: How will achieving this goal benefit me?"

VII. The goal should satisfy the following criteria:

A. Achievable. Is it within my capacity to do it?

B. Desirable. Is it something I think I should do, or something I want to do?

C. Measurable. How will I know when it is completed?

D. Controllable. Does the outcome depend on me? If the achievement of the goal depends on the involvement of others, it is helpful to have their permission and cooperation.

E. Understandable. Can I conceptualize it and state clearly what the first one or two steps should be?

F. Believable. Do I believe I can reach this goal? Keep in mind that few people can believe a goal they have never seen achieved by someone else.

G. Stated with no alternatives. Set one goal at a time. Either/or goals divide your energy and attention. Research has shown that if a person says he wants to do one thing or another, he does neither.

Poor example: I will do my laundry or I will read Chapter 5 in my biology book.

Better example: I will do my laundry.

H. Growth producing. The goal should never be destructive to yourself, to others, or to society.

Sharpe, Billy B., and Cox, Claire Choose Success: How to set and achieve all your goals (New York:Hawthorne Books, 1970).

SUCCESS PRINT OUT

Purpose: Setting and achieving goals can help you manage your time, get your life in order, and feel better about yourself. The purpose of this strategy is to help you set a goal which can be achieved in two weeks.

Materials Needed: Computer cards, print out sheets, and envelopes.

Procedure: A computer program is only as good as the humans who write it. The computer cannot improve on what individuals put in it. The outcome of the computer is equal to the input by humans. We can make a similar comparison with goal setting. Goals are only realized when you plan.

1. The card is your input (plan for your goal). On it write your goal. Keep the following tips in mind.
   A. The goal should be specific. Instead of writing, "I want to make better grades", write, "I will attend four biology tutoring sessions."
   B. The goal should have a completion or deadline date; i.e., "I will attend four biology tutoring sessions during the next two weeks."
2. Keep the card and post it in a place where you will see it every day; e.g., on your mirror or closet door.
3. The print out sheet is your "result" on it write:
   A. Your goal
   B. A congratulatory message to yourself, "Good job", "Nice work", etc.
4. Address the envelope to yourself. Put the print out sheet inside and seal the envelope. You will receive the envelope in the mail two weeks from today and be asked to report on your progress toward achieving your goal.

adapted from Lanette Thurmond, Ph.D., Murray State University

WRITING A PAPER EXERCISE

Purpose: We often delay beginning a major project because it seems overwhelming to us. This strategy teaches us to take a big project and break it down into several small steps.

Materials needed: Thirty day calendars, newsprint pad, magic markers.

Procedure:

1. Divide large group into smaller groups of 3 or 4.
2. Ask participants to brainstorm and list on newsprint all steps necessary to write a research paper.
3. Using the blank calendar, ask groups to fill in appropriate dates for the completion of each step.
4. If time permits, groups may share steps and calendars.

Optional - students are given calendars and asked to apply to one of their own assignments.

Women's Equity Act Program, Office of Education, U.S. Department of HEW Second Wind: A Program for Returning Women Students (Newton, MS. Education Developmental Center, 1968). pp 85. Reprinted with permission.

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

TIME MANAGEMENT WORKSHEET

Hint: Time Management is one of the major factors related to success in academic achievement.

1. Set Daily Goals (to do list)

_____

_____

_____

_____

2. Prioritize these (rank in order of importance)

_____

_____

_____

_____

3. Make a schedule for today based upon this list. Include deadlines. Be sure to schedule the hardest task during your prime time.

_____

_____

_____

_____

HOW TO GET CONTROL OF YOUR TIME AND YOUR LIFE

The main secret of getting more done every day took me several months of research to discover. When I first started delving into better time use, I asked successful people what the secret of their success was. I recall an early discussion with a vice president of Standard Oil Compay of California who said, "Oh, I just keep a To Do List." I passed over that quickly, little suspecting at the time the importance of what he said.

I happened to travel the next day to a large city to give a time-management seminar. While I was there I had lunch with a businessman who practically owned the town. He was chairman of the gas and light company, president of five manufacturing companies, and had his hand in a dozen other enterprises. By all standards he was a business success. I asked him the same question of how he managed to get more done and he said, "Oh, that's easy--I keep a To Do List." But this was a list with a difference. He told me he considered it a game.

The first thing in the morning, he would come in and lay out his list of what he wanted to accomplish that day. In the evening he would check to see how many of the items he had written down in the morning still remained undone and then give himself a score. His goal was to have a "no miss" day in which every single item was crossed off.

He played the To Do List game much as you cover the square on a bingo card--getting items on his list done during the day as opportunities presented themselves: talking to someone on the phone, bringing up points at a meeting, exploring a creative project in the evening with his wife. He made sure to get started on the top-priority items right away. Toward the end of the day he

initiated whatever calls, actions or letters were necessary to finish up his "bingo card" for a perfect score.

Again and again when I talked to successful businessmen and government administrators, the To Do List came up. So during one of my seminars I asked how many people had heard of keeping a priority list of things to do. Virtually everyone had. Then I asked how many people conscientiously made up a list of things to do every day, arranged the items in priority order, and crossed off each task as it was completed. I discovered that very few people keep a list of things to do every day, although most people occasionally make a To Do List when they are particularly busy, have a lot of things they want to remember to do, or have some particularly tight deadline.

People at the top and people at the bottom both know about To Do Lists, but one difference between them is that the people at the top use a To Do List every single day to make better use of their time; people at the bottom know about this tool but don't use it effectively. Part of the real secret of getting more done is to make a To Do List every day, keep it visible and use it as a guide to action as you go through the day.

Because the To Do List is such a fundamental time-planning tool, let's take a closer look at it. The basics of the list itself are simple: head a piece of paper "To Do," then list those items on which you want to work; cross off items as they are completed and add others as they occur to you; rewrite the list at the end of the day or when it becomes hard to read.

One of the secrets to success is to write all your "To Do' items on a master list or lists to be kept together, rather than jotting down items on miscellaneous scraps of paper. You may want to keep your list in your appointment book. One executive keeps a special pad on his desk reserved for his To Do List.

Some people try to keep To Do Lists in their heads, but in my experience this is rarely as effective. Why clutter your mind with things that can be written down? It's much better to leave your mind free for creative pursuits.

What are you going to write down? I recommend that you not list routine items (eat lunch, shower, walk to class, etc.) but list everything that has high priority today and might not get done without special attention.

How do you decide what items have high priority? Look at your goals, then decide what you want to do with your time and what activities you want to eliminate.

The next step is to set priorities. Classify the most important activity as "A", the best use of your time, items that yield the highest value or the most pressing duty. A guide to finding your "A" is to ask yourself, "What is the most important thing I must get done before tomorrow?" Other activities should be classified as "B's", and "C's" accordingly.

A word about "C's". These are items that yield the lowest value; yet, people have a strong tendency to get bogged down with "C's". Why? Look at a typical "C" item - neatening your desk. You would be unlikely to label this an "A" activity unless it becomes a disaster area. But because it's such an easy thing to do, and the results show immediately, you spend a few minutes unnecessarily neatening your desk. You have postponed the "A" activity because it may be new, untried, unknown, and uncertain. The main question with "C's" is, "What can I not do?"

With these priorities in mind, set deadlines for various activities and schedule them into the next seven (7) days.

Follow your schedule!

Alan Lakein, How To Get Control of Your Time and Your Life (New York: David McKay, Inc., 1973) pp. 63-73. Reprinted with permission.

ADDITIONAL TIPS FOR

EFFECTIVE TIME MANAGEMENT

1. Get started planning your time right now.

2. Planning is essential. To increase the likelihood of accomplishing your goals, you must plan your time everyday.

3. Ask Lakein's question, "What is the best use of my time right now?"

4. Scheduling means not only making time for what you must do, but also making time for what you want to do -- your A's. Set aside a special A-time each day and firmly banish all C's during this period. Try blocking A-time horizontally on a weekly calendar -- at the same time each day.

5. Another very important aspect of scheduling is "prime" time. Internal prime time is the time when you work best. If you had to pick the 2 hours of the day when you concentrate best and think most clearly, what would they be? Try to save all your internal prime time for your prime projects.

6. Try to reserve at least an hour a day for uncommitted time. You will then be less frantic about interruptions and distractions.

7. What if you don't complete your list? You will rarely reach the bottom of your list. It's not completing the list that counts, but making the best use of your time.

8. Don't give in to the temptation to do a C-item just because it's easier and will take less time than the A-item.

9. Learn to create quiet time for yourself.

10. Procrastination! It's one of the major stumbling blocks everyone faces. People put off doing an A because it seems too complex or too time-consuming. The key to getting an Overwhelming A under control is to get started on it as soon as you've identified it as an A.

11. Use the "Swiss Cheese" method -- poke holes in your Overwhelming A by using "instant tasks". These are little chores which require five minutes.

12. Do something -- anything on the A. Whatever it is you'll at least have begun. Spend exactly five minutes on the A and stop for the day. Surely you can stand anything for five minutes.

13. If you're having trouble beginning, take a piece of paper and head it, "I have decided". Answer the following: 1) What to do next. 2) How much time to spend on the project. 3) What information is needed? 4) Who else is involved?

14. Try a leading task -- a physical step which can be a way of gradually easing into a big job. If there is a book you need to read, buy a copy, put it on your desk, and open to page one. Show it to a friend, and say, "I've finally started reading this."

15. If you have a written assignment and get stuck, head a piece of paper, "I can't think of anything to write." Pour out your soul -- anything that goes through your mind. This may "jog" your mind.

16. Once involved with the A, your sense of priorities will lead you to do more productive work on it.

17. Give yourself a pep talk. Studies have shown that most people don't start a project they believe they can't finish. Try saying to yourself, "You can do it. So stay with it." "You'll never know until you try." "Stop feeling sorry for yourself and get to work."

18. Make a commitment to someone to discuss your A (friend or professor). You're more likely to be prepared because the choice is canceling the appointment or arriving unprepared.

19. What can you do if you run out of steam short of accomplishing your goal? Always set a next step.

20. Experiments confirm that we all become bored, restless, or fatigued after working on the same task for some time. Keeping a To Do List gives you a choice of tasks to relieve boredom, restlessness, or fatigue.

21. You can also take a <u>short</u> break or change your location.

22. Many people get bogged down in a project because they have so much information they feel overwhelmed. If you're tired of collecting information or ideas, organize what you have. It is helpful to write something down.

23. Fear is at the root of all avoidance. If you suspect you're avoiding the A because of fear, ask yourself, "What am I afraid of?" Make a list of the possibilities and choose the one which is most likely causing the avoidance.

24. If you're preparing for an exam, study the questions you're "afraid of" instead of worrying about them.

25. Ask yourself "What is the worst possible thing that could happen to me if I begin this project?" "What is the worst possible thing that could happen to me if I delay this project?"

26. Some possible risks of delaying a project are:

    1. running short of time and submitting an inadequate project
    2. missing the deadline
    3. not having time for revisions
    4. spending long hours at the last minute may cause fatigue and the inability to think clearly about what you're working on
    5. not having time to get work properly typed

27. Develop an "Unschedule." First set aside time for doing the things that make you feel good and stay healthy - jogging, watching your favorite TV program, calling friends, partying. Once these times are blocked out, schedule the remaining hours for course work. In this way, you'll be less troubled by guilt when you play, and less tempted to stray when you work.

28. Don't let perfectionism paralyze you. Realize your paper - project - exam will <u>not</u> be perfect but <u>can</u> be your best effort. Sounds obvious, but this is a lifetime struggle for a lot of bright people. All too often, it's our own fear of mediocrity that keeps us from digging right in.

Alan Lakein, <u>How To Get Control of Your Time and Your Life</u> (New York: David McKay, Inc., 1973). Reprinted with permission.

Tips for Counselors

A. Practice effectiveness, then efficiency.

   1. Know which activities lead to the accomplishment of a job.

   2. Do them efficiently.

B. Learn to delegate.

   1. Analyze what tasks can be delegated.

   2. Train employees to do these tasks.

   3. Beware of reverse delegation (happens when employee brings decision to manager that employee should make).

C. List objectives for each day and determine their priorities. At end or beginning of each day, ask, "What is the most important task to be accomplished today?"

D. Practice screening and grouping.

   1. All incoming calls that aren't emergencies can be returned during a single time block. This reduces frequent work interruptions.

   2. Can some visits or messages be postponed or eliminated or handled by someone else?

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